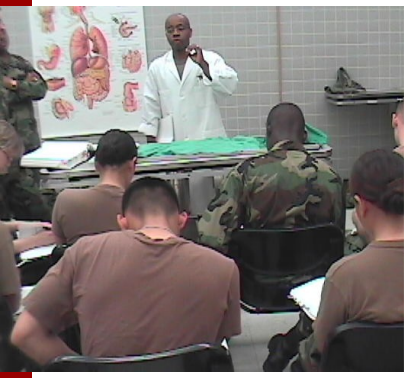
Academy of Health Sciences



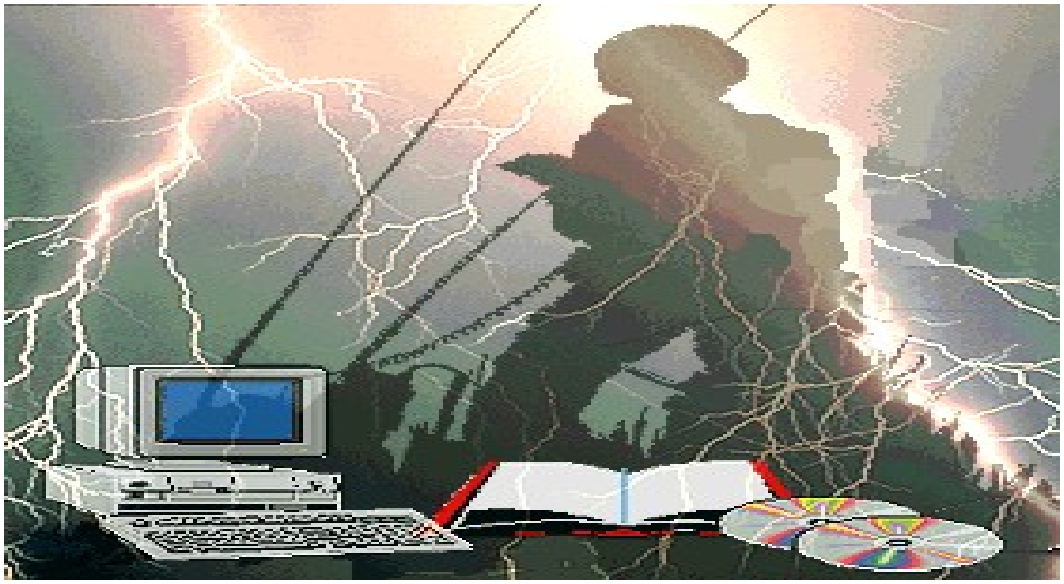
AHS Program Directors' Meeting

COL David L. Maness, MC, Dean

Agenda

- AMEDDC&S Video Streaming Proposal and Demonstration (Mr. Van Gilder)
- Common Issues Regarding Training Documents (Ms. Emery)
- AHS Priorities and Current Issues (COL Maness)

AMEDDC&S
VIDEO STREAMING PROPOSAL



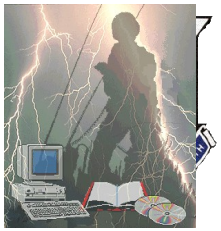
Mr. Steven Van Gilder & Mr. Preston Often

DASQA, Multimedia Training Branch

26 April 2006

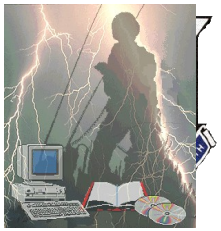
PROPOSAL

- Digitally record classroom lectures/demonstrations in video streaming format and post on the internet for student review on demand.



WHY STREAMING VIDEO ??

- Streaming video makes it possible for any number of people to view a course or conference on-demand.
- View on desktop computer using Windows Media as the standard media player.



WHY RECORD A LECTURE

- Improve academic performance
  - Clarify and review lectures
  - Re-assured notes taken were correct and complete.
  - Offers students extra time to grasp ideas, concepts, and information by allowing them to pause, rewind, and review lectures many times over.
  - “It’s always good to hear it a second time”.

http://vtc.medcom.amedd.army.mil/dvdtest.asp

DELIVERY FORMAT

- Video digitized in Windows Media Player format.
- Each program linked to separate URL.
- Program streamed to individual PC, NOT DOWNLOADED TO HARD DRIVE.
- Supports multiple streaming sessions simultaneously.

DELIVERY OPTIONS

- Attach video stream on open URL on designated web page
- Attach video stream to designated web page on AKO
- Attach video stream to designated web page on AKM (temporary solution)

https://ke2.army.mil/synergy/main.php?cid=22

SUMMARY

Provide the Department of Medical Science the capability of On-Demand video streaming in the support of student achievement and successful course completion.

Training the AMEDD Soldier, …….

ANYTIME, ANYWHERE!!!!

POINT OF CONTACT

Ms. Velma Burrs – 221.6120
Velma.burrs@amedd.army.mil

Steven Van Gilder – 221.8510
Steven.vangilder@amedd.army.mil

Preston Often – 221.8046
James.often@amedd.army.mil

Common Issues Regarding Training Documents

Recurring Staffing Issues – Training Documents

- Purpose: To identify recurring issues encountered during the training document staffing process and to provide recommended corrections:
  - Programs of Instruction
  - Student Evaluation Plans
  - Curriculum Committee Minutes
  - Critical Task Lists

Programs of Instruction

ISSUES

- Method of instruction does not support instructor to student ratio.
- Tasks being taught do not match those on the Commandant Approved Critical Task List.
- Instructor to student ratios are not completed for all learning activities/lessons.
- Inappropriately linked specialty.

RECOMMENDATIONS

- Ensure ratios support as outlined in the standard; identify for all learning activities and lessons.
- Compare POI individual task summary report to approved CTL in repository.
- List correct ratios for all.
- Select only if course completion awards specialty.

Programs of Instruction

ISSUE

- Class sizes do not correspond to those listed in ATRRS. Optimum and maximum class sizes are incorrectly listed as the same.
- Training start dates are not properly projected.
- Staffing partial POIs.

RECOMMENDATION

- Check ATTRS prior to staffing to verify or submit change to CAD based on an approved decision paper/directive. Maximum class size is larger than optimum.
- Start date should be projected six months out (IAW TR 350-70) or date POI is first taught.
- Staff POI in its entirety; include all phases.

Programs of Instruction

ISSUE	RECOMMENDATION
• Special information section contains inappropriate information.	• Use special information for additional information that attendees need (published in catalog). Remarks are for internal use (not published in catalog).
• Non-course proponent LPs.	• POI proponent is responsible for coordinating the completeness of the POI.
• POI lesson plan hours do not correspond to approved course length (excluding after duty hour time).	• Reconcile and adjust to approved document (after duty hours are addressed in remarks).

Programs of Instruction

ISSUE	RECOMMENDATION
• DL questionnaires are incorrectly or partially completed.	• Ensure standard form is provided and reflects accurate and complete DL strategy.
• Current TDA equipment items are not linked.	• Ensure items are linked.
• Equipment and supply quantities are inflated.	• Check unit of issue through MEDSILS or FEDLOG.
• Critical tasks training resources not properly identified. Ensure correctness of task summary.	• Resources required to teach, IAW LP, should be linked.

Programs of Instruction

ISSUE

- Correct student equipment ratios not identified/not based on optimum ratios.

RECOMMENDATION

- The ratios must be identified based upon optimum class sizes.

Recommend use of DASQA POI checklist job aid by the training developer responsible for the POI.

Student Evaluation Plans

ISSUE	RECOMMENDATION
• Academic probation status.	• List the process/method to assist the Soldier to be removed from academic probation.
• Use of the statement achieved/ marginally achieved courses standards.	• Use only as a DA Form 1059 requirement – for all others, use achieved.
• References to pages in the table of contents do not correspond to referenced page of the document.	• Ensure document is thoroughly edited and reviewed before submission.

Curriculum Committee Minutes

ISSUE	RECOMMENDATION
• CCM participation does not include required attendees.	• CCM participants should be invited through the appropriate office (i.e. department).
• Agenda item reporting is inaccurate (field feedback status, ASAT status, TRAS document status, etc.).	• Verify/validate agenda items have been addressed prior to meeting. Indicate in the minutes status of all agenda items.

Critical Task Lists

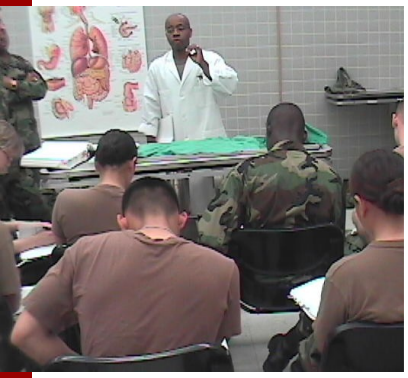
ISSUES

- Task titles do not match titles in ASAT.
- New tasks proposed that should belong to another proponent. (example, radiology would not be the proponent for developing a CPR task)

RECOMMENDATIONS

- Active tasks can have minor changes, but major changes require a new task.
- Review/research ASAT database and use existing tasks or obtain task from outside proponent.

Academy of Health Sciences



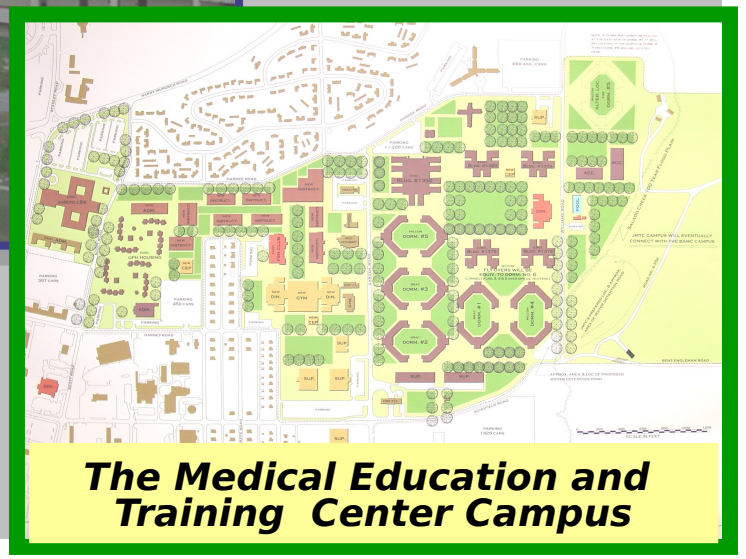
AHS Program Directors' Meeting

COL David L. Maness, MC, Dean

Change

“Change is the law of life. And those who look only to the past or present are certain to miss the future.”

(President John F. Kennedy)



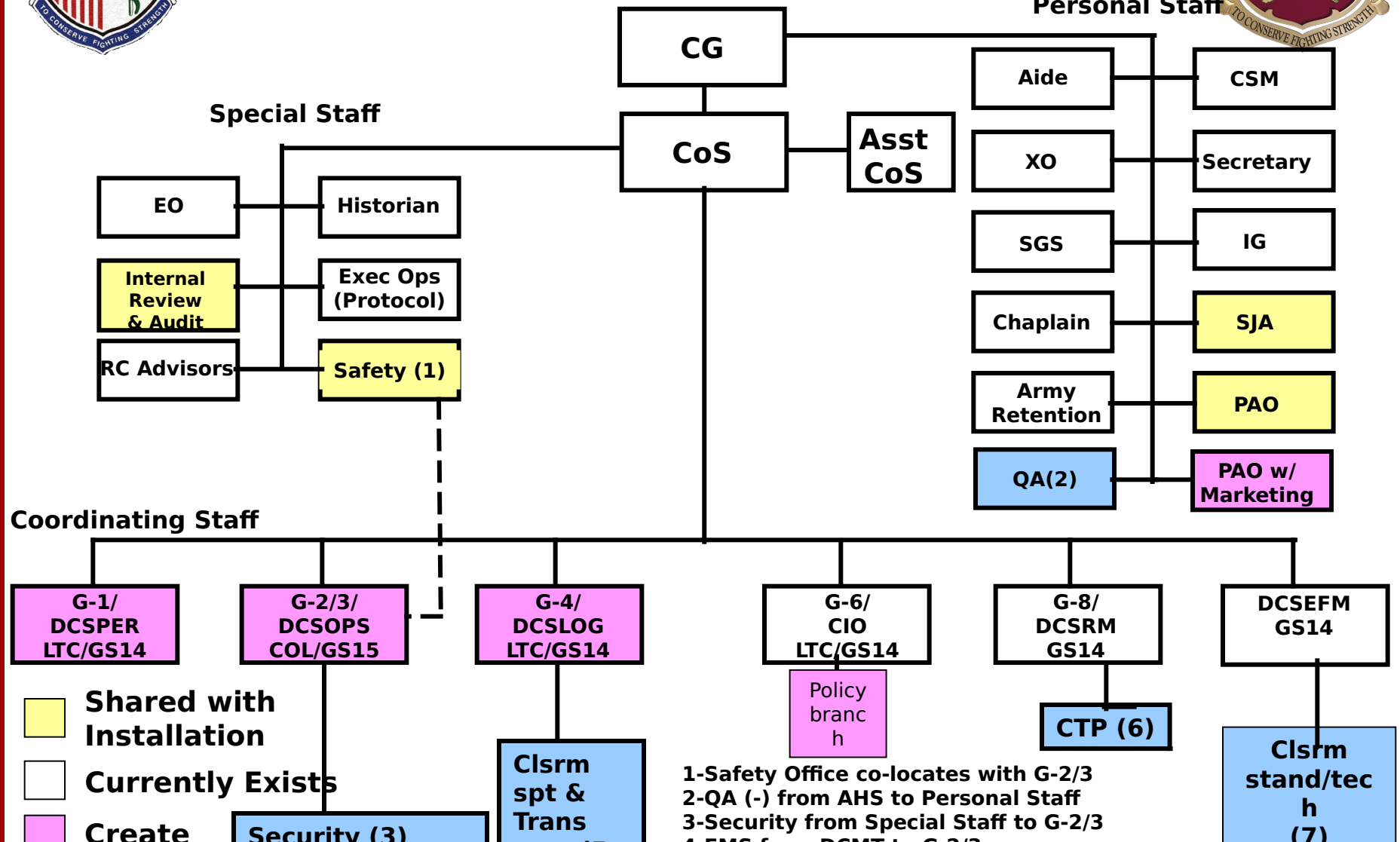
The Medical Education and Training Center Campus

“Some people change when they see the light, others when they feel the heat.” (Caroline Schoeder)

“Your current safe boundaries were once unknown frontiers.” (Unknown)

“Damn the torpedoes, full speed ahead!” (Admiral David Farragut)

Approved AMEDDC&S structure (v 3.0)



1-Safety Office co-locates with G-2/3
2-QA (-) from AHS to Personal Staff
3-Security from Special Staff to G-2/3
4-EMS from DCMT to G-2/3
5-Clsrm spt & Trans man from AHS to G4
6-CTP from AHS to G-8
7-Clsrm Stan/tech from AHS to DCSEFM

AHS Organization

Dean
Academy of Health Sciences
COL Maness

Associate Dean
LTC Betancourt

Chief Enlisted Instructor
SGM Pee

CG
AMEDDC&S

Assistant Dean for Operations
MAJ Kovats

Administrative Support Office
Ms Hayden

Operations Analyst
Mr Araujo

Assistant to the Dean
Vacant

International Military Student Office
Mr Ramos-Rivera

Dept of Nursing Science
COL Patrician

Leader Training Center
COL Gordon

Dept of Medical Science
COL Pasquarella

Dept of Preventive Health Services
COL Scott

Dept of Veterinary Science
COL Rolfe

U.S. Army School of Aviation Medicine
COL Gorbandt

Dept of Combat Medic Training
COL Hastings

Dept of Clinical Support Services
LTC (P) Perry

Dept of Dental Science
COL Moore

Dept of Academic Support & Quality Assurance
Ms. Emery

Dept of Health Education & Training
LTC Yount

Dept of Training Support
COL Marquez

Dept of Pastoral Ministry Training
CH (COL) Vail

Dept of Health Services Administration
LTC White

The Academy of Health Sciences

Center of Excellence
Allied Health Education

**World-class training to conse
fighting strength**

- 32 MOS / ASI producing courses, preparing our AMEDD Soldiers for healthcare excellence at home and on the battlefield

-Area of Concentration (AOC) awardin
Programs (officers)

Center of Excellence
Leadership Training

Preparing the future leaders of the Army and the AMEDD

Officer Leadership Programs
- Officer Basic Leadership Course
- Captains Career Course

NCO Leadership Programs
- Basic NCO Course
- Advanced NCO Course

Center of Excellence
Graduate Healthcare Education

Unparalleled scholarship… in action!

5 Master Degree Programs
- Health Care Administration/MBA
- Anesthesia Nursing
- Physician Assistant
- Dietetics

2 Doctoral Programs
- Physical Therapy
- Pastoral Care Ministry

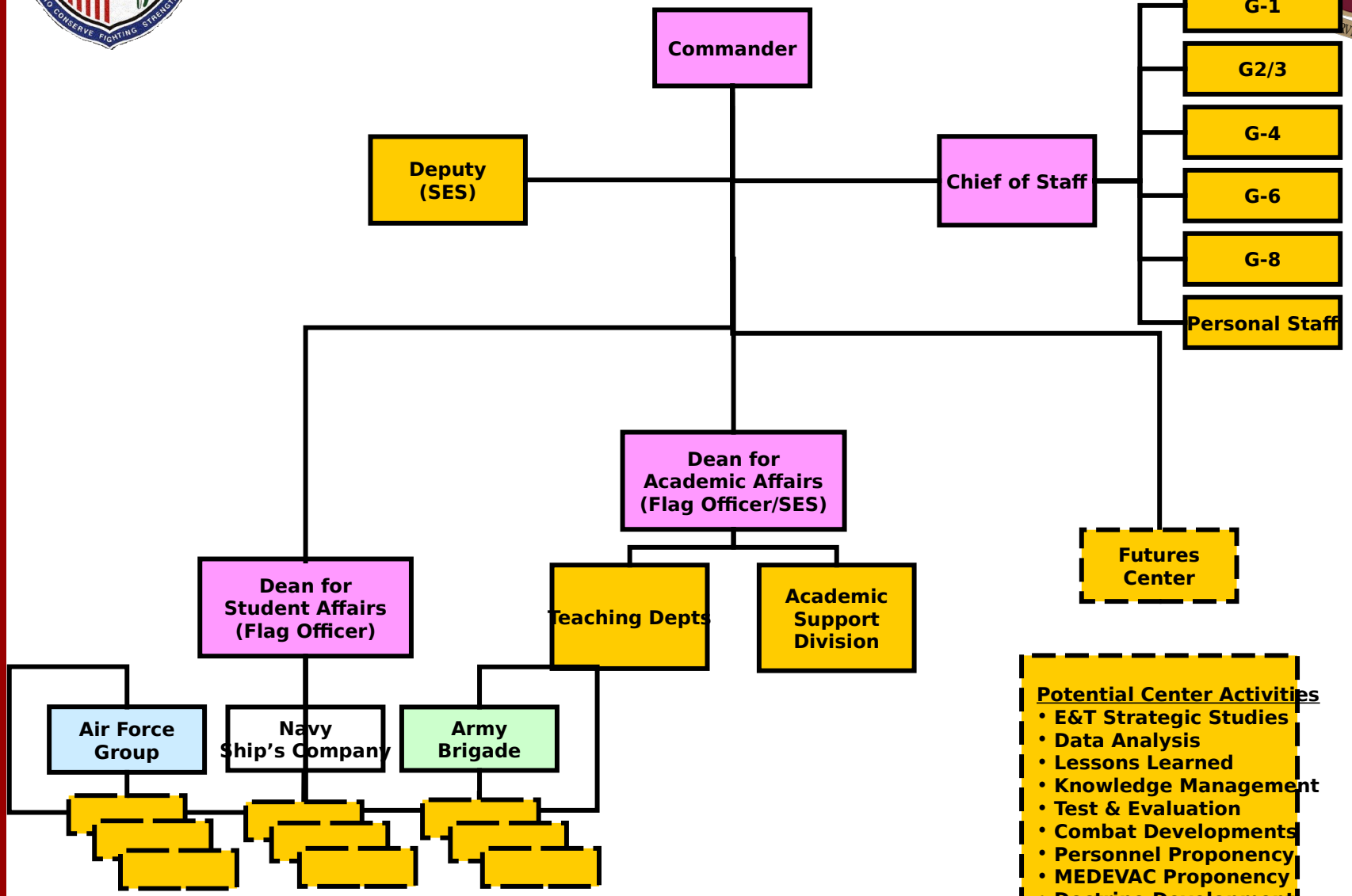
Long term Health Education Training

Center of Excellence
Readiness Training and Career Development

missions

US Army School of Aviation Medicine
Professional Development Short Courses
Distributed Learning Programs
Deployment Training (CRC, NTC, ATTC
Mobile Training Teams
MTF/TOE unit trainin

Draft METC Organization Chart



Operation Ensure Success

PROACTIVE training philosophy

- Identify academic and non-academic issues EARLY
- Provide the student with the best chance to SUCCEED

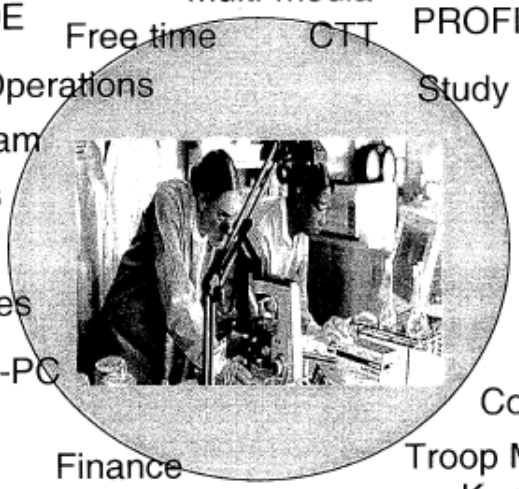
Facilitated by:

- Student Awaiting Training Program
- Utilizing the best teaching techniques and technology
- Early assessments of student progress
- Education prescriptions and administrative actions
- Examining variables that negatively impact education

Lowering standards is NOT a part of Operation Ensure Success

Aligned with the ARMY INVESTMENT STRATEGY which encourages schools to keep working with Soldiers who have the academic potential until they successfully complete their program.

A day at the AMEDDC&S



Exodus
FTX/Recovery
Lessons Learned
Warrior Skills
Learning Resource Center
Reports of Survey/Line of Duty Investigations
15-6 Investigations
Leadership Call
Billeting
COE
Accreditation
Hands-on Performance Based Training
Classrooms/Laboratories
Academics
Taskings
MODS
Appointments
Mail Call
ACE Credit
Class Preparation
Multi-media
TSP
CIF
GI Parties
Reclassifications/Recycles/Form29E
Free time
CTT
PROFIS
Student Personnel
SAQ
Range Control
Supply Operations
Study skills/Study hall
Counseling
Transportation
Title XI Program
Soldierization
Family
Personal problems
Formations
Field Feedback
ASAT
Lights-out/study in the dark
Lessons Learned
Communication
Drill Sergeants
Staffing Resources
Test Control
Staff and Faculty Training
Attrition
TADSS
ATRRS/AIMS-PC
Computer Access
Testing
New starts
Manpower Studies
Urinalysis
Equipment Shortage
Finance
Troop Medical Clinic
Scheduling
In/out processing
Knowledge Management
Sick Call
Brigade Runs
Dining Facility
Individual Ready Reserves
Cadre Support
Classroom Observations
APFT
E Co. Support
Soldier Phasing
Soldiers Awaiting Training
Safety/Risk Assessment
Immunizations
Re-teach/Retest
Parades
SDNCO/CQ
Prior Service Soldiers
Armed Services Vocational Aptitude Battery Testing

TADSS Training Aids, Devices, Simulators and Simulations
TSP Training Support Packages
PROFIS Professional Officer Filler Information System
CIF Central Issuing Facility
COE Contemporary Operational Environment
ACE American Council on Education
ASAT Automated Systems Approach to Training
MODS Medical Operational Data System
FTX Field Training Exercise
APFT Army Physical Fitness Test
SAQ Student Assessment Questionnaire
AIMS-PC Automated Instructional Management System-Personal Computer
ATTRS Army Requirements and Resources System

Dean's Priorities

Support an Army and AMEDD at War

Ensure AHS curriculum is current and relevant

Improve graduation rates

Ensure AHS policies and procedures current, clear, and value-added

Support Army and AMEDD transformation

Support an Army and AMEDD at War

1a. Incorporate Warrior Ethos training into our AIT and Leadership programs

- (1) Update POI and FTXs to incorporate WTBD
- (2) Support Warrior Weekend training ICW 32 MED BDE

1b. Medical Ethics and Detainee Healthcare Training

- (1) CD-ROM training package
- (2) Detainee operations handbook
- (3) Advanced Detainee Healthcare training package

1c. Standardize trauma training across the AMEDD

- (1) AMEDD Corporate Trauma Training Strategy
- (2) Standardized Medical Simulation Training Center Curriculum
- (3) Develop Level I Trauma Center Training Curriculum

Support an Army and AMEDD at War

1d. Ensure AMEDD units have the necessary pre-deployment training

- (1) Pre-deployment trauma training (JCTMC, TCMC, ATTC)
- (2) Mobile training teams/MOS refresher training packages
- (3) Export curriculum to MTFs and pre-deploying TOE units

1e. Push training to our AMEDD warfighters and MTFs

- (1) On-line deployment references and resources
- (2) Develop exportable training packages
- (3) Develop Commander's Smart Book

1f. Develop curriculum in support of the "War on Terror"

- (1) Incorporate CBRNE training into AHS programs
- (2) Incorporating Cultural sensitivity training into AHS programs
- (3) Develop a graduate program in Homeland Security

Support an Army and AMEDD at War

1g. Open communication with AMEDD in the field

(1) Incorporate lessons learned into AHS curriculum

(2) AHS Update quarterly newsletter

(3) Leverage the AHS as a resource and reference (“1-800-AMEDDC&S”)

Ensure AHS curriculum is current and relevant

2

(1) Program of Instruction and Student Evaluation Plan reviewed and updated for all programs

(2) CCM and CTL are reviewed, updated and current for all programs

2b. AHS programs meet civilian program certifications

(1) Eligible programs lead to student certification upon completion

(2) Eligible programs award continuing education credit

(3) Degree granting authority for AHS

2c. Incorporate “Lessons Learned” into AMEDD curriculum immediately

Ensure AHS curriculum is current and relevant

(1) Establish PhD forum to discuss research opportunities

(2) Develop a system to obtain more research grant resources

(3) Increase collaborative research opportunities in the AMEDD, MHS and civilian institutions

2e. Increase collaborative efforts with external agencies

(1) Collaboration with USUHS, AFMS, BUMED, and VA

(2) Improve collaboration with civilian educational institutions (visiting instructors, VTT, combined classes, etc.)

2f. Assess and enhance Phase II site training

(1) Manage resources for Phase II site training

(2) Establish LXR testing capability to Phase II sites

Ensure AHS curriculum is current and relevant

2g. Ensure instructors have the tools/skills to provide quality instruction to students

(1) Institute a faculty professional development program

(2) Review and incorporate current teaching methodologies and technology innovations

(3) All AHS programs utilize the LXR testing application

(4) Classroom modernization program

Improve graduation rates

3a. Support the Army Investment Strategy by ensuring success of students without reducing the standards

- (1) Probation policy
- (2) Educational prescriptions vs. recycle vs. relief

3b. Reduce or mitigate the confounding variables that impact student performance

- (1) Quantification of AMEDDC&S staff taskings
- (2) Review of program schedules to identify common cluster of events (i.e. common test days)

3c. Proactive identification of student needs

- (1) Review and revise “Student Awaiting Training” Program
- (2) Develop early student intervention and remediation initiatives
- (3) Develop “Accelerated student learning” program

Ensure AHS policies and procedures current, clear, and value-added

4a. Review of AHS organization, policies, and procedures

- (1) Analysis of AHS structure to support future programs and mission
- (2) Review all policies for currency and applicability

4b. Utilize the AMEDDC&S Decision Support Center for daily business processes and management

- (1) Institute the Department dashboard across the AHS
- (2) Develop a real-time, “proactive” evaluation/award notification and monitoring system
- (3) Identify future applications of DCS to consolidate information for AHS operations

4c. Align educational informatics and functions with core AHS business processes

- (1) Establish an Education Informatics office for the AHS
- (2) Use of LXR testing for all programs

Support Army and AMEDD transformation

5a. Integrate ARFORGEN into the AMEDD training process

(1) Incorporating leadership and functional courses into the ARFORGEN timeline

(2) Develop unit training products in support of ARFORGEN

(3) Develop Mobile Training Teams in support of ARFORGEN timeline

5b. Train AMEDD personnel on Army and AMEDD transformation

(1) Professional military education programs prepare future leaders for their roles in Army Transformation

5c. AMEDDC&S transformation to the METC

(1) C2 and organization of the METC

(2) Evaluation of Services' "best practices"

(3) Tri-Service Curriculum review

Decision Support Center

Corporate level information system, providing real time, mission critical information

PERSONNEL	PROJECTS MANAGEMENT
TRAINING	CONTRACT MANAGEMENT
TDA	BALANCED SCORECARD
TASKING MAMAGEMENT	

"Department Dashboard"

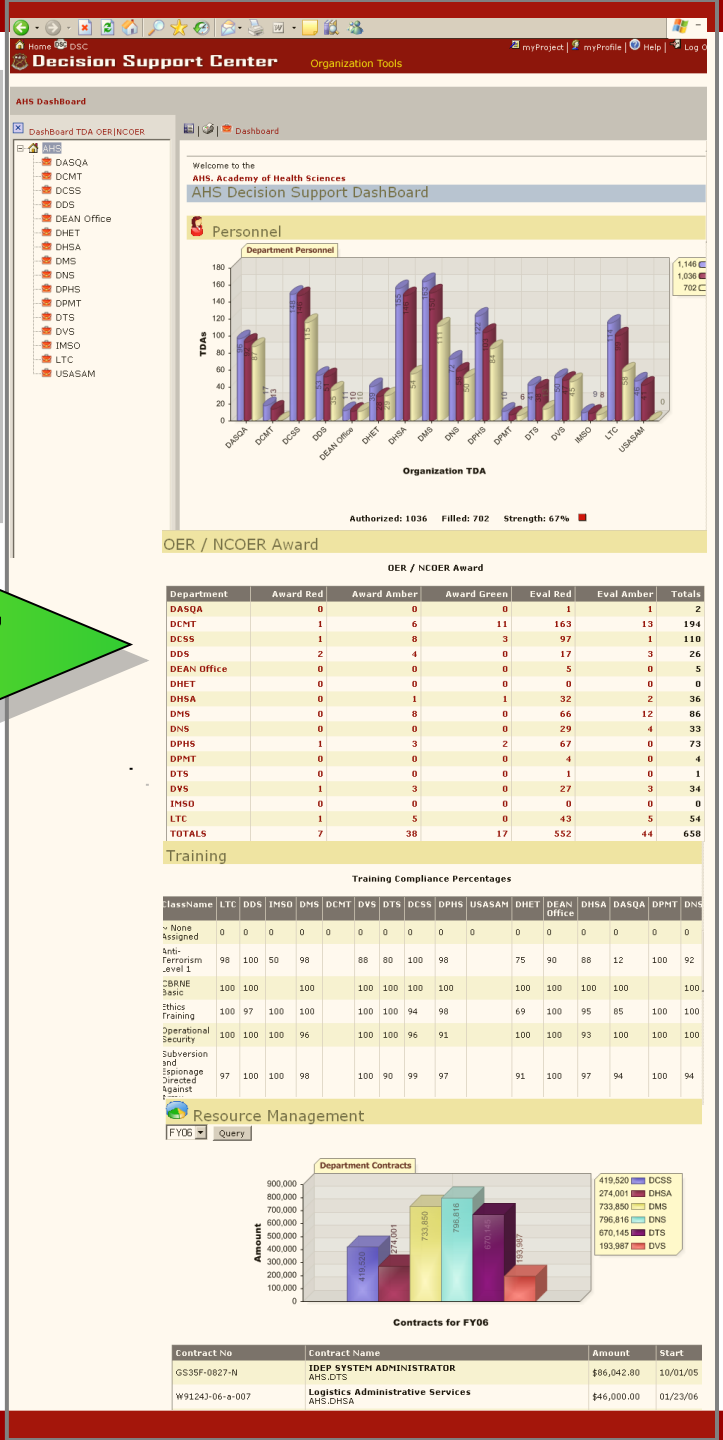
Easily accessible, one-stop shop for tracking daily business process, performance and reports

Currently on Dashboard

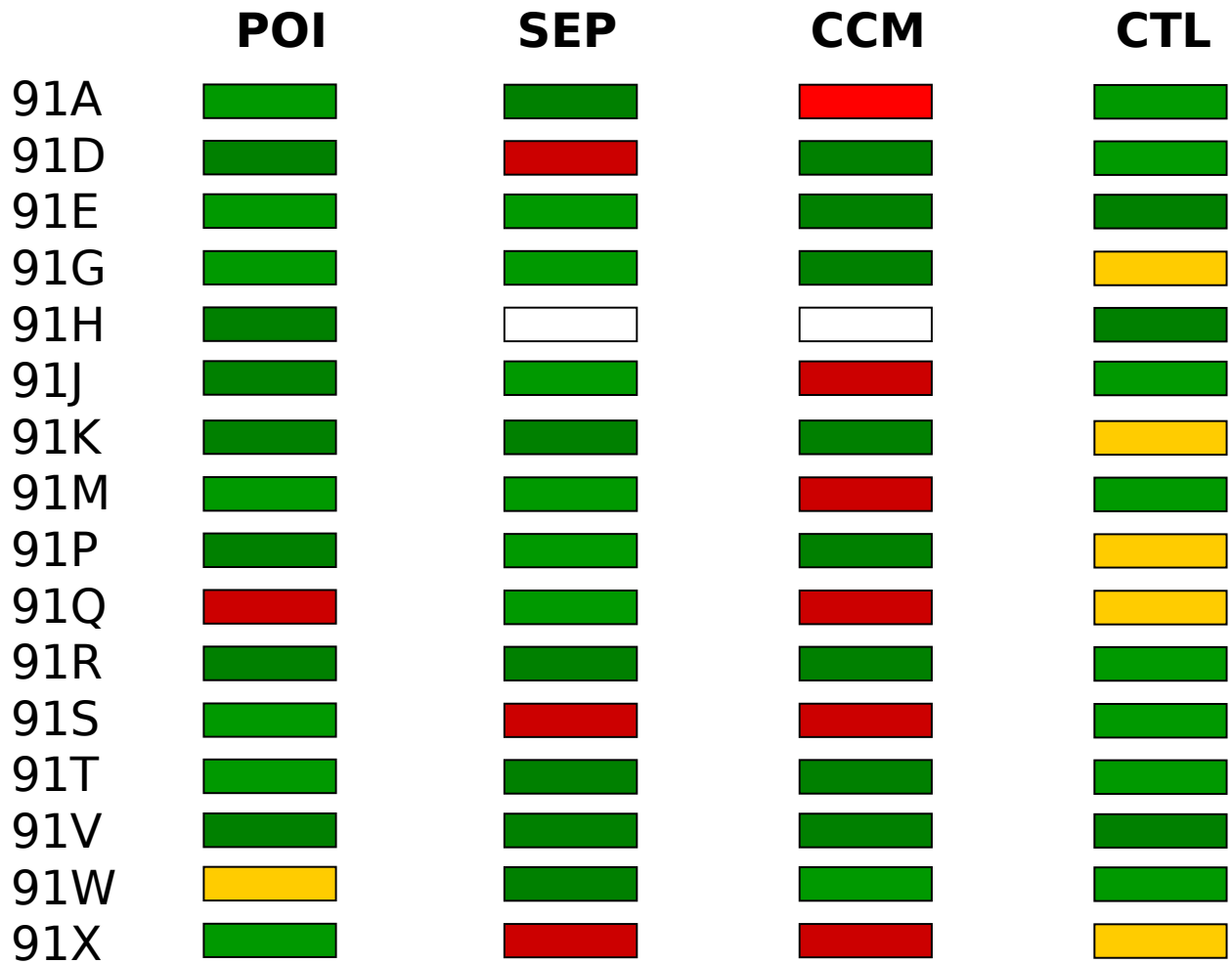
- TDA Management
- Training Statistics
- Contract Database Summary
- OER/NCOER/Award tracking tool *(still in development)*

Future Components

- AHS Business Plan (Goals/tasks list)
- Program graduation rates
- Program quality documents status (POI, SEP, etc.)
- Class schedules
- Equipment life-cycle management
- Budget management/CEEP requests
- Program accreditation status

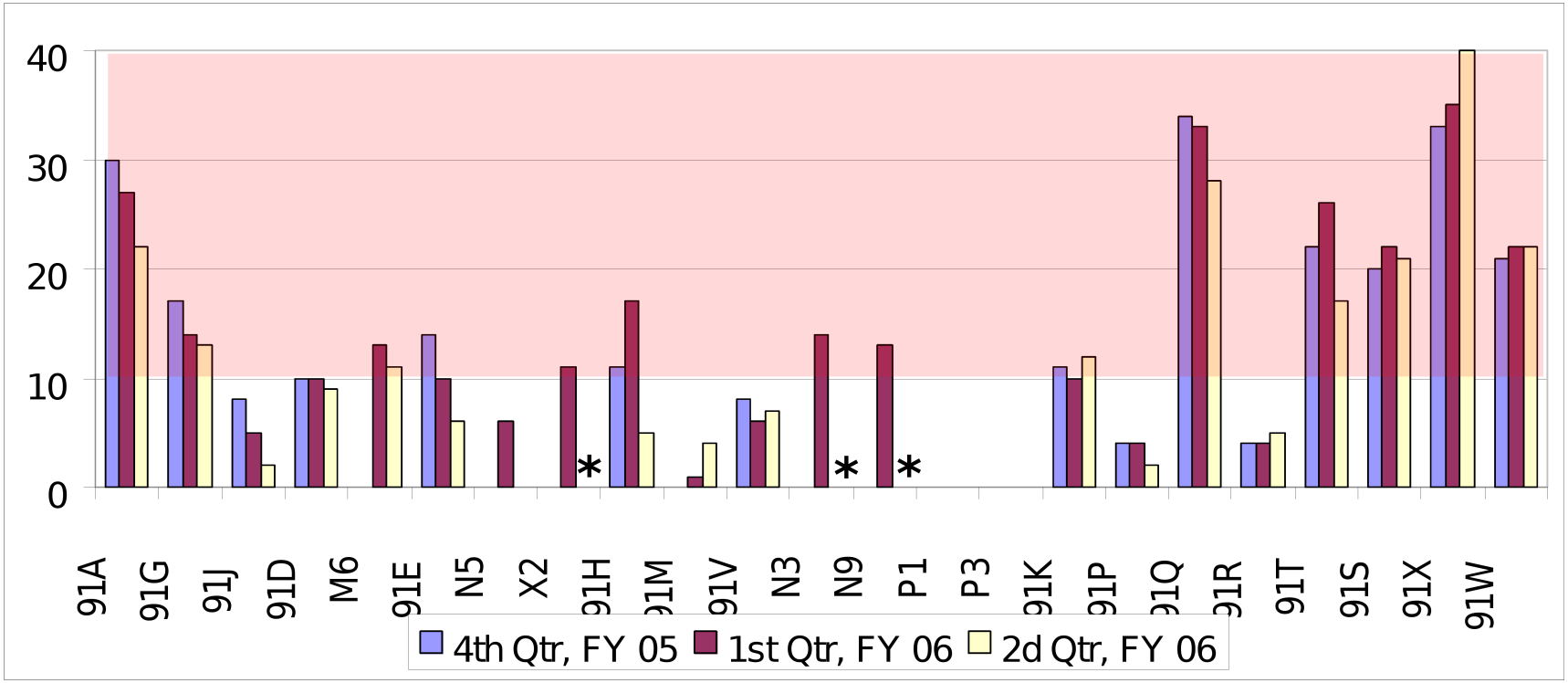

Decision Support Center
Organization Tools
AHS DashBoard
DashBoard TDA OER|NCOER
AHS
DASQA
DCMT
DCSS
DDS
DEAN Office
DHET
DHSA
DMS
DNS
DPHS
DPMT
DTS
DVS
IMSO
LTC
USASAM
Dashboard
Welcome to the
AHS, Academy of Health Sciences
AHS Decision Support DashBoard
Personnel
Department Personnel
TDAs
Organization TDA
Authorized: 1036 Filled: 702 Strength: 67%
OER / NCOER Award
OER / NCOER Award
Department | Award Red | Award Amber | Award Green | Eval Red | Eval Amber | Totals
DASQA | 0 | 0 | 0 | 1 | 1 | 2
DCMT | 1 | 6 | 11 | 163 | 13 | 194
DCSS | 1 | 8 | 3 | 97 | 1 | 110
DDS | 2 | 4 | 0 | 17 | 3 | 26
DEAN Office | 0 | 0 | 0 | 5 | 0 | 5
DHET | 0 | 0 | 0 | 0 | 0 | 0
DHSA | 0 | 1 | 1 | 32 | 2 | 36
DMS | 0 | 8 | 0 | 66 | 12 | 86
DNS | 0 | 0 | 0 | 29 | 4 | 33
DPHS | 1 | 3 | 2 | 67 | 0 | 73
DPMT | 0 | 0 | 0 | 4 | 0 | 4
DTS | 0 | 0 | 0 | 1 | 0 | 1
DVS | 1 | 3 | 0 | 27 | 3 | 34
IMSO | 0 | 0 | 0 | 0 | 0 | 0
LTC | 1 | 5 | 0 | 43 | 5 | 54
TOTALS | 7 | 38 | 17 | 552 | 44 | 658
Training
Training Compliance Percentages
Resource Management
FY06
Query
Department Contracts
Amount
419,520 DCSS
274,001 DHSA
733,850 DMS
796,816 DNS
670,145 DTS
193,987 DVS
Contracts for FY06
Contract No | Contract Name | Amount | Start
GS35F-0827-N | IDEP SYSTEM ADMINISTRATOR AHS.DTS | $86,042.80 | 10/01/05
W9124J-06-a-007 | Logistics Administrative Services AHS.DHSA | $46,000.00 | 01/23/06

STATUS OF MOS DOCUMENTS
08 May 2006



Note: 91A and 91H are ITRO courses, AMEDD Academy of Health Sciences, will control the document updates.

MOS/ASI Program Attrition Rates
(by quarter)



TARGET: 10% or less

* No class graduation for 2Q FY06 (x2, N3, N9)

32d MED BDE Taskings

TASKERS (OCT 05-MAR 06)								
	ROS	AR 15-6	ESCORT	PROTOCOL	ART 32	BDE Taskings	ARTS FY06	TOTAL
E-1 / E-4	0	0	0	0	0	0	10	10
E-5 / E-6	0	0	0	0	0	0	34	34
E-7/E-8	0	0	0	0	0	0	14	14
2LT	1	0	0	0	0	1	1	2
1LT	2	0	1	0	0	3	3	6
CPT	0	1	5	0	1	7	15	22
MAJ	9	7	8	1	1	26	11	37
LTC	0	0	0	0	0	0	15	15
COL	0	1	0	0	0	1	3	4
WO	0	0	0	0	0	0	1	1
TOTAL	12	9	14	1	2	38	107	145

Key issues

- Budget and manpower management
- CEEP/Year-end purchases
- Staffing
- Timeliness of evaluations and awards
- Taskings and deployments
- Student Probation
- Remediation vs. Recycle
- Dean involvement in accreditation site visits and preparations

Key issues

- Work with ACFI to reduce the timeline between policy/doctrine development and training package delivery to AMEDD personnel
- Improve the teamwork with 32 MED BDE
- Fast-tracks/Blended Learning programs
- Resource distributed learning programs
- Increase use of Decision Support Center (Dashboard)
- Faculty Professional Development Program

AHS “To Do” List

- Marketing plan for the AHS
- Reorganization of the AHS
- Top-to-bottom review of correspondence course program
- Review PPSCP process
- LTHET oversight
- Interactive AHS Business Plan on Decision Support Center
- Quantification of AHS staff taskings
- AMEDD Corporate Trauma Training Strategy
- Medical/Admin predeployment training program
- Incorporating CBRNE training in AHS programs
- Pre-deployment refresher training
- Masters in Homeland Security
- Research/Grant writing program development
- Collaborative efforts in San Antonio and elsewhere
- Continuing education credit for all eligible AHS programs
- Accreditation site visit calendar
- Detainee Healthcare Operations training into AHS curriculum
- Cultural training
- ARFORGEN implementation
- Advanced Detainee HC Ops Training package
- Pre-deployment training menu
- Faculty Professional Development program
- Review of Lesson Learned process
- “Push” training products to field
- “Joint” curriculum development
- Commander’s Smart Book
- Orientation Notebook for new CG
- CAC cards
- Develop 2020 classroom now
- DL vs. Residence training

Black Monday is coming....

Attention

AMEDDC&S Personnel!

You *MUST* register your *CAC* at
https://anpt.amedd.army.mil
for continued access to
Army networks!

DEADLINE

15 May 06!

For additional info:
AMEDDC&S Portal
https://www.cs.amedd.army
.mil